DOCUMENT RESUME

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ABSTRACT

The described learning module is designed for teachers interested in learning how to construct a learning system to elicit specific behaviors on the part of an individual student or a group. Included in the description of this module are its contents, activities, and resources involved in its use, ordering information for materials, and a critique of the module. (JD)

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DESCRIPTION OF TEACHER IN-SERVICE EDUCATION MATERIALS

A. SUMMARY INFORMATION

Title: DEVELOPING LEARNING OPTIONS FOR VARIED LEARNING STYLES

Publication Date(s): Working Paper, 1967

Intended Users: Preservice and inservice teachers interested in learning how to construct a learning system to elicit specific behaviors on the part of an individual, or a group

Grade Level(s): Elementary and Secondary

Number: Individual, who will, at prescribed intervals, work with two different evaluation teams

Primary Focus: This is an introduction to defining and designing a programmed learning system which is comprised of particular teaching techniques.

School subject(s) and/or in-service topic(s) covered:
The product is an introduction to instructional systems concepts and describes some basic characteristics of systems. A working paper, the product outlines these steps to developing a system: statement of objectives, statement of learner responses, selection of appropriate components (instructional devices and strategies), writing a program and determining critical points within the system where feedback, or progress, can be reported from the learner to the sytems designer.

What participant does in using the materials: Activities include: 1) reading enclosed working paper, 2) selecting an objective describing a task, 3) & 4) specifying and analyzing performance criteria and 5) designing a flow chart (outlining a learning sequence showing strategies, evaluative criteria, etc.) Peer evaluations are made after each activity. Following the successful completion of these evaluations, another team assesses the effectiveness of the learning system designed.

Resources: The product consists of mimeographed pages, including an outline, working paper, flow chart diagram and two appendices. A supervisor is required to provide further background information about designing a programmed learning system. The user is a member of a team and evaluation procedures call for a minimum of two teams.

Describer critique: The instructions and definitions of key terms enable user to develop a programmed learning system. The title is misleading, as there is no evidence of accomodating varied learning styles. The system, however, serves to individualize learning. Guidance is needed to compensate for occassionally confusing presentation and interplay of instruction, information, definition of terms, flow charts and appendices.

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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1.0 PURPOSES:

Participant will learn how to develop a programmed learning system. "The object of a learning system is to elicit specific behaviors on the part of an individual or a particular group of learners...the designer...assumes that the object of teaching is learning; that learning consists of an appropriate change in the behavior of a learner....a successful learning system is one which enables individual learners to successfully demonstrate evidence of a desired behavior change. An unsuccessful system is characterized by learners failing to demonstrate such evidence."

The product outlines and defines these components of a learning system:

1) an objective, stated in behavioral terms ;
2) activities by a learner that will be accepted as evidence of the desired behavioral goal;
3) pre-assessment of a learner's ability to demonstrate the desired behavior before instruction ;
4) activities leading to the desired behavior ;
5) specific resources enabling learners to successfully demonstrate each desired behavior ;
6) ways of assessing learner progress and giving feedback ;
7) alternative activities for learners, depending on relative successes at different checkpoints ; and
8) a procedure for re-designing the learning system.

This system is "unlike the rather general or unspecific statements of goals which characterize the vast majority of courses of study and curriculum guides", in that it defines objectives in terms of behavior the learner will demonstrate.

2.0 CONTENT — Scope and Sequencing of Topics:

Instructional systems concepts are described in the context of a learning theory that focuses on learner response rather than teacher performance. A practical approach to learning, the system approach is to use whatever learning or communication principles seem best suited to help certain pupils acquire specific behavior.

System components--instructional devices and strategies--"represent links in a chain rather than alternative resources which a teacher may or may not use at his discretion." Components...provide the learner with directions or models for his behavior, information and feedback about his progress. The human component of this system is described by the systems designer in terms of qualifications and roles as part of the process of developing instructional strategies for eliciting appropriate learning responses.

The nature of the environment is characterized by flexibility of time schedule, learning space and instructional resources. The program is a link between components and a guide to the learner as he proceeds through the entire system.

A typical program may take the form of a single-concept film, a tape recording, a set of printed instructions or laboratory manual. The designer writes a program which tells the learner what to do at each point and how to judge his progress as he moves through the system. Feedback occurs at built-in points within the system. Learner responses inform the designer and learner how well the system is working.

In summation, a programmed learning system consists of :

1) developing objectives,
2) stating desired learner responses ,
3) selecting appropriate components,
4) writing a program , and
5) determining critical points within the system, where the learner receives feedback .

The goal is to be able to test achievement, typically, by way of a performance which the designer or user can evaluate.

The steps toward developing a programmed learning system follow a prescribed order. There is no provision for modification of the sequence in which they are outlined.

3.0 ACTIVITIES AND RESOURCES INVOLVED IN USE OF PRODUCT

3.1 Description of main in-service activities:

One reads the product outline and working paper and designs a programmed learning system for an individual or group of individuals. At key points in the implementation of the system, the user's behavior response or understanding is evaluated by a team of peers and another (unspecified) team.

3.2 Help given in use of product:

A classroom student is required for whom the user designs a programmed learning system. Also required are other users who serve as assessors of participant's learning. A leader is essential to provide explication and assistance in the design and use of the product and resulting programmed learning system.

4.0 EVALUATION OF TEACHER INSERVICE LEARNING

At key points, individuals assess their learning in teams of peers and others (unspecified), as indicated in the product outline of activities and procedures.

5.0 ORDERING INFORMATION

5.1 Resources required/recommended:

In addition to the written material, the following are required:

1) a student for whom the teacher designs a programmed learning system;
2) evaluation teams (one of peers, the other unspecified) to assist participant assess mastery of the technique; and
3) a supervisor to provide guidance in understanding the material, assistance in designing a system and organizing evaluation team formations.

5.2 Distributor name/address:

Office of Field Services
Western Washington State College
Department of Education
Bellingham, WA 98225
(206) 676-3090

5.3 Components/approximate costs:

Component	Purchase	Rental	No. Req.	Reusable
DEVELOPING LEARNING OPTIONS FOR VARIED LEARNING SYTLES (#4)	$.25	No	1	yes

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6.0 HISTORY OF DEVELOPMENT

6.1 Identification of the developer:

Dr. Herbert Hite, Professor of Education
Western Washington State College
Bellingham, Washington 98225

6.2 How developed and when:

This learning package was produced according to terms of a grant from the U.S. Office of Education to Seattle Public Schools and Western Washington State College through the Washington State office of Superintendent of Public Instruction.

A Design Team reviewed the available literature on inservice education. It then prepared a set of "principles for effective inservice education," which was gleaned from the literature. A panel of consultants reviewed the list and recommended revisions. The Team developed a tentative model for effective inservice training, based on the revised principles. The panel reviewed this model, which was finally analyzed for its content and feasibility by ten directors of teachers Corps projects. Development took place prior to 1965.

6.3 Evidence of effectiveness with users:

The revised material was tested by 30 elementary teachers on the staff of one school. The teachers simulated the steps through which a school faculty would proceed. Final revisions were made to insure the greatest effectiveness with classroom practitioners.

C. DESCRIBER CRITIQUE

Appropriateness / adaptability / technical quality:

Users who are unfamiliar with the subject will require both an instructor and further literature and examples. The product provides introduction or review of the subject and requires supplementary information and experience in order to be of utmost value.

Content accuracy/social fairness/community acceptance issues:

The content is an accurate distillation of this teaching technique. It espouses a particular view of teaching and learning which essentially places responsibility for determination of objectives for learners in the control of the instructor. Further, the learner is ultimately responsible for his own--successful or unsuccessful--behavioral goal respones.
Some educators may disagree with this assumption from the outset.

Overall summary/comment:

The product, which is written as a "working paper", is either an introduction or review of a programmed learning system--what it is and how to design one. It is insufficient for the uninformed to completely understand the subject without supplementary assistance.